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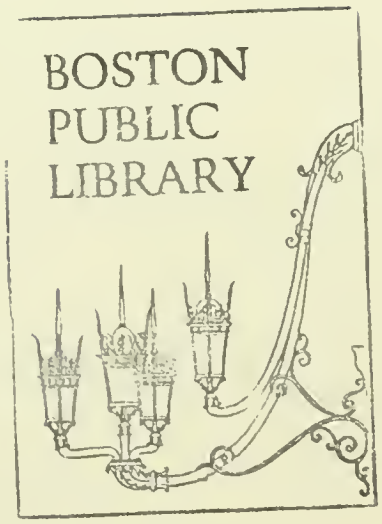
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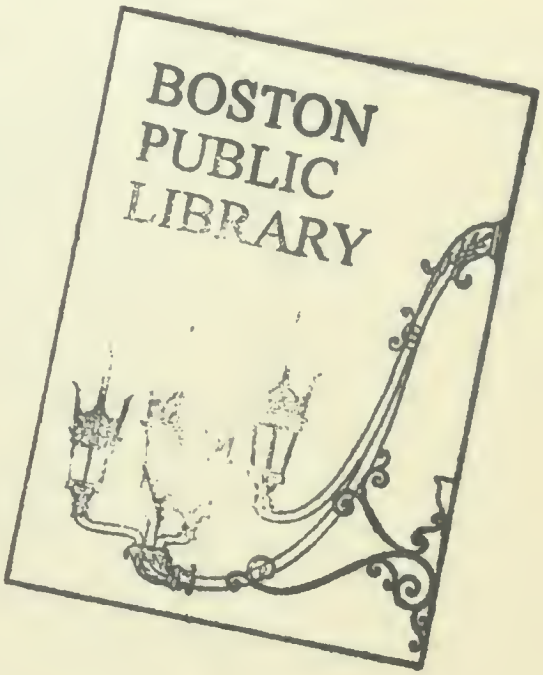
RECOMMENDATIONS

FOR

THE NEW KENT SCHOOL

IN

CHARLESTOWN



NOVEMBER, 1967

Educational Advisory Committee
Harvard District
Boston Public Schools

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PREPARED BY

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Boston School Department

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I. INTRODUCTION

I. INTRODUCTION

CHARLESTOWN--three and a half centuries old, rich in history and tradition, site of the Battle of Bunker Hill, and home of the "U.S.S. Constitution" was once described as the Center of the Universe.[1]

Despite its historical tradition and sense of community, this fine family neighborhood has been marked by steady residential deterioration. Information on family income in the 1960 census shows that about 60% of the families earn less than $6,000 per year and 20% are under $3,000 per year.

Only six classrooms have been constructed at the elementary school level in the twentieth century. Four (4) of the eight public elementary schools date from before 1880 and one from the 1890's. Even with the opening of the new Warren-Prescott School (1962) there still remain five elementary schools in operation of which two are rapidly nearing their 100th birthday, and one which was built in 1895.

Most of the remaining schools are so dilapidated that the Federation of Charlestown Organizations has recommended that they too be closed. As a result the Charlestown Urban Renewal Plan provides for the construction of three new elementary schools.[2]

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[1]William I. Budington, Pastor of The Church, The History of the First Church, Charlestown, In Nine Lectures With Notes (Boston: Charles Tappan, 1845), pp. 258.

[2]Honorable John F. Collins, Charlestown: A Residential Neighborhood, Boston Redevelopment Authority.

The stepchild of poverty is often educational and cultural deprivation. It was for the purpose of reversing the physical decline of this community and the concomitant cultural and educational deprivation that a massive ($41 million) urban renewal plan was proposed and finally accepted by the Charlestown residents in March, 1965. Mayor John F. Collins outlined the unique opportunities of the renewal program in Charlestown in a letter to every resident when he stated:

> "This is the opportunity to keep one of the oldest areas in the City, one of the finest family neighborhoods anywhere.
>
> The new schools to be built will be your schools; the new parks and playgrounds, new shopping areas, new streets and other improvements will be for your use."[1]

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[1]Honorable John F. Collins, Charlestown: A Residential Neighborhood, Boston Redevelopment Authority.

II. PLANNING

II. PLANNING

The physical renewal of Charlestown is but one step to the more important human renewal of its residents. The twin problems of poor health and inadequate system for early childhood development were recognized all over the country by the establishment of summer Headstart classes. The Boston School Department responded to this need by incorporating a permanent pre-school program (Kindergarten 1) for children 4.0 and older during the regular school day. In addition, the Boston School Department invited the John F. Kennedy Family Service Center, Inc., to design an innovative and comprehensive health and education program utilizing tele-communication system for an entire inner-city community.[1]

This planning was accomplished by the Center's professional staff and several important community committees whose members have had an opportunity to discuss the total health and education needs of the children and adults of Charlestown. The Policy Advisory Task Force Committee (Appendix A) was responsible for the overall guidance of the planning committees, as well as to advise the Superintendent of Schools on the value of these programs.

The committees and planning staff (Appendix A) because of their proximity to the problems of the schools and community were most effective in identifying the most immediate health and education needs

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[1]Boston School Department Title III ESEA Planning Grant No. OEO-1-6-66151-232, Project No. 66-1515 BUNKER HILL, U.S.A.

of the children in Charlestown. It was this committee that finally decided on the priority of developing immediate programs for slow learners, gifted, emotionally disturbed and a langauge arts institute for teachers.[1] These committees are also responsible for long-range and far-reaching programs involving modern technology and new methods of teaching and learning. Such ideas as an Educational Technology Network[2] with closed-circuit television, audio-visual materials, computer-assisted instruction, and educational library services will eventually affect every child and adult in the Charlestown community. Many of these programs are now incorporated into the program design and physical plant of the new Kent Elementary School.

The planning staff and committee members visited innovative school plants, talked with teachers and principals, reviewed plans of a number of unique buildings and discussed the kind of education philosophy that in their opinion is most conducive to learning for the Charlestown youngsters.

The proposed new school will incorporate those programs currently operating on an ad hoc basis as well as exemplary educational programs whose focus will necessarily be on educational technology. The new building will be functional and flexible not only for the proposed ungraded and team teaching organization presently planned but also for the exigencies of the future organizational schemes and curricula.

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[1]John F. Kennedy Family Service Center, Inc., BUNKER HILL, U.S.A., (Boston: By the author, 1967) Vol. I and Vol. II; Mimeographed.

[2]Ibid., Vol. III.

III. PHILOSOPHY FOR THE NEW KENT SCHOOL

III. PHILOSOPHY FOR THE NEW KENT SCHOOL

Educational excellence for all can only be achieved in tomorrow's schools through innovative programs. The major thrust must be placed on learning and not on teaching and where techniques and technology are geared to the development of child-oriented educational programs.

The new Kent School represents extensive planning to develop a school capable of responding to educational innovation. It includes learning clusters, rather than self-contained classrooms; expansive instruction materials centers, rather than the outmoded concept of the library in isolation; teacher-oriented facilities for self-improvement, learning, and planning, rather than a strict and stilted adherence to traditional methods of teaching solely determined by curriculum guides.

Essentially, what has been needed in education is, in the words of Doctor Anderson, "to question the status quo."[1] For instance, the accent on team teaching in recent years is due to the concern over the teacher shortage, proper teacher utilization, and the advancement of methods of instruction. The basic concepts of team teaching and non-gradedness are not new, but the present application now tends to embrace new ideas on scheduling, curriculum, facilities and methods, and diverse grouping of students.

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[1]Nicholas C. Polos, The Dynamics of Team Teaching (Iowa: William C. Brown Company Publishers, 1965), pp. 4 and 5.

Because effective teaching is an art, we cannot assume that all teachers will possess the equal talent. Thus, we must make "better use of those of high quality already in the school."[1]

"Team teaching takes the teacher and his subject out of the isolation of the self-contained classroom and places him on a team which utilizes his talents and strengths. Team teaching provides the opportunity to bring into full play not only the technological advances but also the various community resources by inviting the citizen with talent to become a contributing member of the school society allowing the horizons of the pupil to be broadened and the bonds between the school and community to be strengthened."[2]

The new Kent School building will facilitate team teaching and the development of a non-graded learning program by the use of 'learning clusters." Each cluster is designed to house approximately 150 students in six "instruction areas" with a central learning area in the center. This cluster plan makes possible complete flexibility in grouping students:

1. according to their achievements, interests for individualized instruction;
2. in small groups for accelerated or remedial work; and,
3. for lectures and audio-visual presentations by master teachers linked by the Educational Technology Network.

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[1]Theodore R. Sizer, "The Schools in the City," Harvard Today, (Cambridge: Harvard University Printing Office, Autumn, 1967), pp. 18-26.

[2]Ibid, p. 20.

Realistically, team teaching and a complete non-graded structure is not going to occur with the opening of the new school. Some teachers have been teaching many years in the self-contained classroom atmosphere and feel more secure in it. The inclusion of portable walls will allow for the appearance of a self-contained classroom while teachers explore the possible benefits of varying instructional groups for optimum learning. Careful study of existing non-graded programs has shown that the best way to begin a non-graded program is by a gradual involvement in various levels on different subjects. So it is that the program revision at the Kent School will begin on a gradual basis and will include the teachers in every step of the planning process.

The inclusion of a central, fully-equipped Educational Technology Network will provide the needed audio-visual media and materials to assist in the development of individual instruction so that the prediction of John W. Gardner (Secretary of Health, Education and Welfare) when he said that "within 25 years, virtually all instruction in the schools will be individualized instruction,"[1] will come to fruition.

The variety of all-purpose rooms, conference rooms, gymnasiums, cafetoriums, etc., reflect the variety of uses being made of school building today and their inclusion in this plan is self-evident.

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[1] The Boston Globe, November 20, 1967.

In summary, this new building presents the vehicle for implementing a new educational philosophy by the principal and teachers of the Harvard District. Thus, architecture and physical design become an instrument through which new ideas may be tested and improved learning may be accomplished.[1]

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[1]Harold B. Gores, "The Schoolhouse in the City," Educational Technology, (August, 1967), p. 2.

IV. DESIGN OF LEARNING CLUSTER

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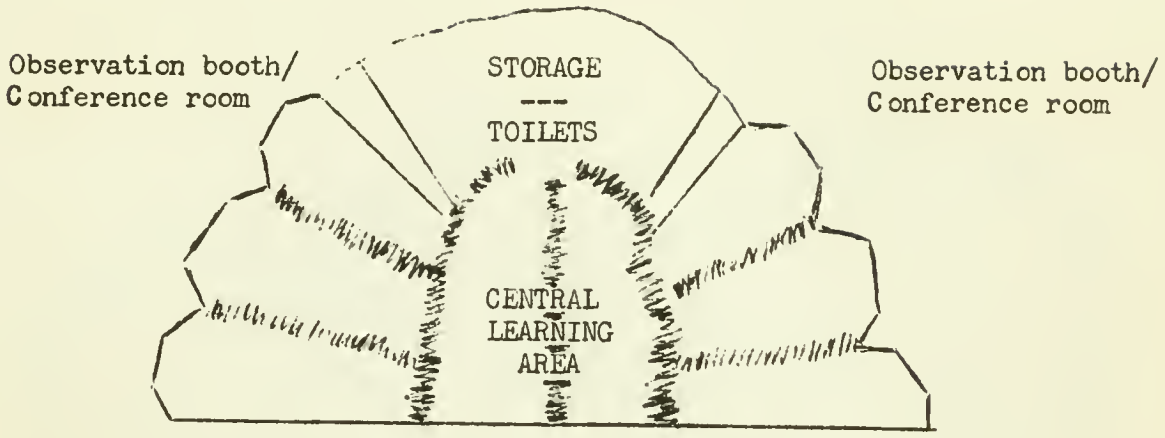

Cluster to accommodate 150 pupils.

We like this type of cluster[1] with folding partitions indicated by [illegible]. There are six main instruction areas, four of which may be further subdivided.

Above the Central Learning Area[2] would be storage area, toilets and conference rooms/observation booths with one-way mirrors. Storage area should be large enough to take care of all the equipment needed in cluster, including custodial supplies.

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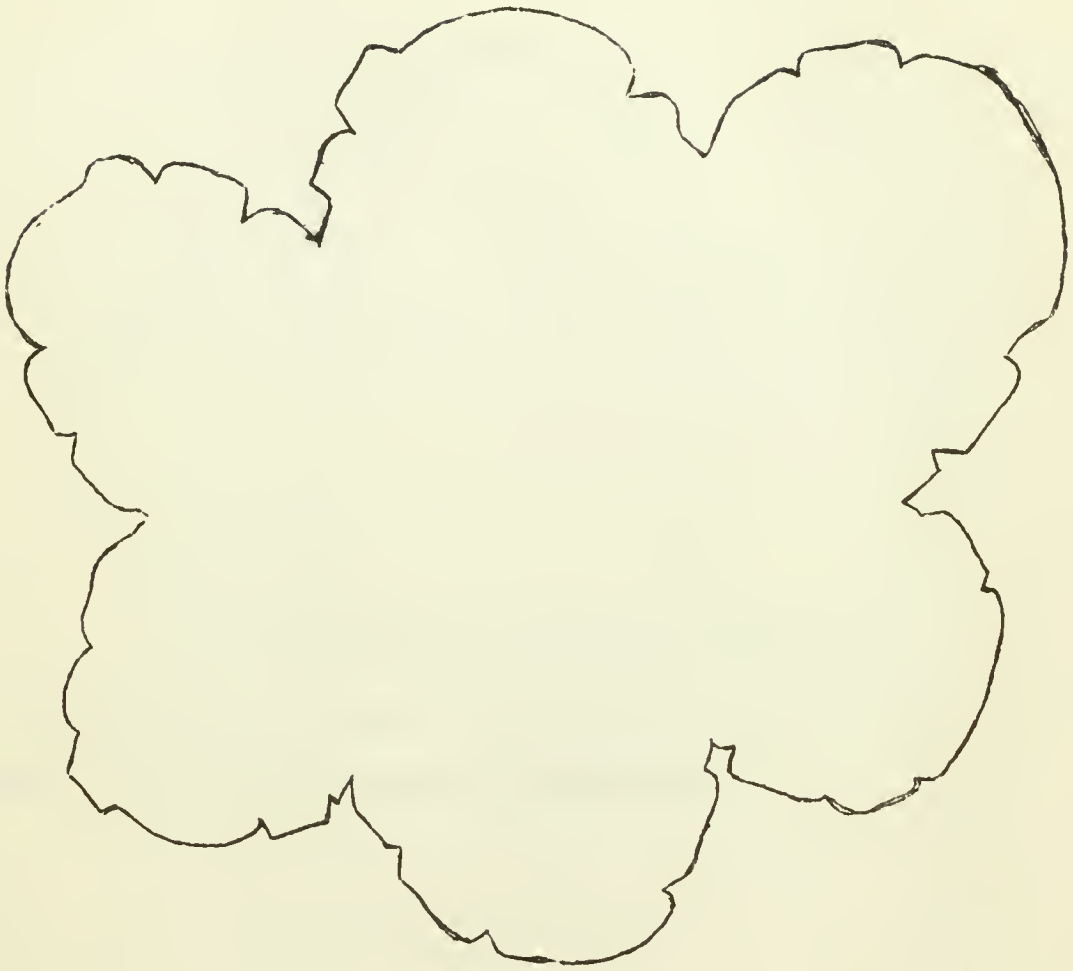
[1]Hal Burnett, "The Ideal Audio-Visual Environment," Audio-Visual Instruction, NEA, Volume II; No. 8; (October, 1967), p. 821.

[2]E. Michael Brick, "Learning Centers, The Key to Personalized Instruction," Audio-Visual Instruction, NEA, Volume II; No. 8; (October, 1967), pp. 788, 790.

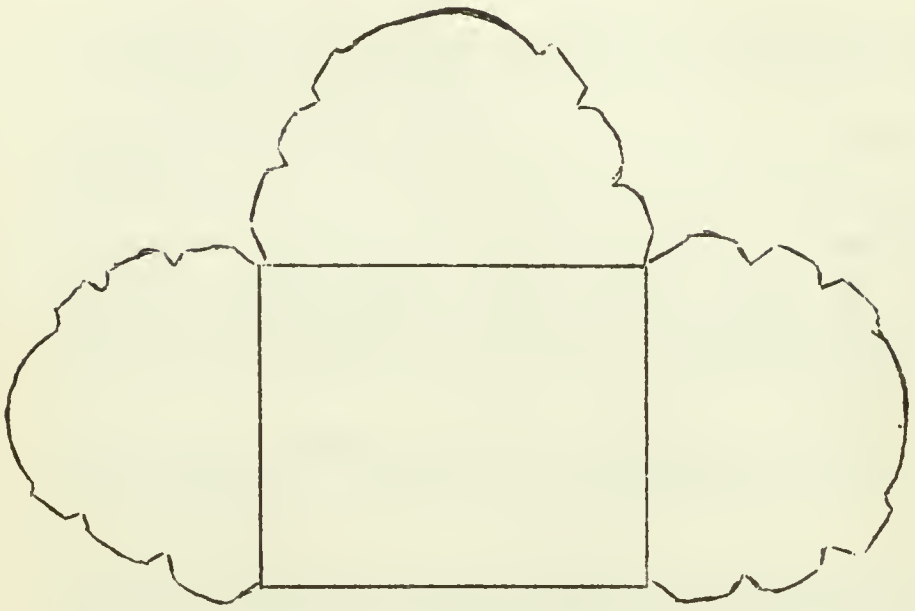
A suggested arrangement of clusters.



Six (6) clusters on ground level.

Central area would be of three levels--two above ground and one below ground.

Another suggested arrangement of clusters.



Here clusters are two stories high, with central area of two stories above ground and one level below ground.

We envision a building with many sound-proof folding walls, each equipped with chalk boards and tack boards. The building would have:

- A complete air conditioning plant with individual regulators in each instruction area.
- Terrazzo floor or all-weather carpeting in any corridor space.
- Wall-to-wall carpeting in all instruction areas, administrative suite, conference rooms, teacher rooms and library. There should be, however, as a tiled area, one-half of each Kindergarten room, and one-quarter of other instructional areas, including the space below sinks.
- Ceiling of removable panels with sufficient space above for installing additional wiring and conduits that may be needed.
- Minimum amount of glass (as required by state law) on outside walls. This glass, located high on walls near ceiling, should be heat resistant, tinted and unbreakable.
- Corridors would have glazed tile for at least six feet from floor with painted concrete block above display cases at intervals along walls and storage space along permanent walls.
- All ground level instruction areas would have doors with direct egress to outside.
- Building should be sound-proof from outside noise. Heavy traffic on Tobin (Mystic) Bridge and surrounding streets make this mandatory.
- Television studio.
- A multi-purpose room for use by primary pupils. This room, on first floor, to have permanent stage with sound-proof portable wall partition for use as music room. Stage built high enough for storage of chairs.
- Assembly room on lower floor to serve also as cafeteria.
- Gymnasium on lower floor with portable wall partition.
- On second floor, an Instructional Materials Center--

Library, Teachers' Lounge, and Office Area. Materials preparation center.

- A loading platform, under cover, near cafeteria and storage room with elevator adjacent to platform.
- An area near the Health Suite for use by Massachusetts General Hospital.
- A Community Suite near gymnasium and assembly hall.
- Provisions made so that lower floor and school proper could be separate entities.
- A functional roof.

Instruction Areas

Each cluster will have six instruction areas plus a Common Learning Area; storage facilities, toilets for boys and girls; two observation booths/conference rooms.

Each cluster will be equipped with reading machines, overhead projectors, opaque projector, filmstrips and movie projectors, tape recorders and record players. Suitable storage space would be provided.

Each cluster should have study carrels for individual pupils to use.

- Twenty-five (25) pupil stations plastic and adjustable units. If this is impossible, three sizes colored-coded would be advisable.
- Peg board with fixtures.
- Portable book shelving--some to have lockable doors.
- Darkening facilities for audio-visual purposes.
- Small teacher's desk and chair. (Each teacher has office space elsewhere.)

- Television receiver sets for instructional purposes. (All areas should be able to receive television.)

- Top drawer file - first drawer to be opened from the top.

- Movable table - top chest with five color-coded drawers for the storage of 26" x 36" charts.

- Stainless steel sink, mixing faucets, bubbler, formica counter top and backsplash. Cabinets underneath sink with locks.

- Portable costumer for children's clothing with stainless steel tray for boots, rubbers. Each costumer color-coded for easy identification.

- Double outlets every eight feet on permanent walls and floor outlets every eight feet along flexible walls.

- Instruction areas would have combination of brick, paneling, glazed tile and concrete block.

- All permanent walls of instruction areas would have chalk and tack boards (on metal strips--adjustable to height of children) audio-visual screens, i.e., Keystone, etc., hooks for maps, charts, etc.

- Television conduits built into each instruction area.

Classrooms in each cluster should be designed with a common sound-proof wall that is electrically operable. Space can thus be adjusted to accommodate varying size group activities.

V. ADMINISTRATIVE SUITE

V. ADMINISTRATIVE SUITE (This area should be on first floor near main entrance)

A. Principal's Office (at least 200 square feet in floor area - with wood paneled walls)

- Executive type desk with lock
- Chair for principal
- Four chairs for visitors
- Indirect lighting
- Extra outlets (four)
- Closet with lock
- Filing cabinet with locks
- Shelves for books
- Lavatory, sink, and shelves
- Intercom and personal telephone to rooms of building
- Telephone - two lines (one private and one listed)
- Table

B. Secretary's Office - with visitor's room outside

- Desk with lock
- Chair for secretary
- Two chairs for visitors or teachers
- File cabinets
- Telephone
- Intercom and personal telephone to rooms of building
- Indirect lighting
- Four outlets
- Safe in wall

- Cabinet for current work storage
- Lavatory, sink, and shelves
- Clothes closet with lock

C. Supply - Storage Room

- Previous school records in fireproof vault
- Shelves for office supplies
- Mimeograph, duplicator, photo-copy machine
- Refrigerator and hot plate

D. Conference Room for Principal

- Large table
- Twelve chairs
- Cloakroom attached or costumer
- Four outlets
- Shelves for materials
- Chalkboard and tack board
- Television receiver set

E. Other Conference Rooms (100 square feet each)

Such rooms customarily used by the following:

- Pupil Adjustment Counselor
- Attendance Supervisor
- Guidance Counselor
- Teacher - parent (two) needed (each of these rooms with telephone--outside line, different from principal's office)

- Supervisor - teacher
- Tester - Department of Investigation and Measurement

(Each of these rooms should have a filing cabinet with lock and two chairs)

Note: One conference room equipped for Speech Teacher with wall mirror three feet high and three feet off floor. This room should have locked storage cabinet, table and six chairs. It should also have observation booth with one-way mirror and separate entrance.

One Conference Room equipped also for use by Lip-Reading Teacher. Another equipped for use by Vision Resources Teacher.

F. Two Offices for Assistant Principals - each equipped with:

- Closet with lock
- Desk and chair for each Assistant Principal
- Chairs extra for conferences
- Steel cabinets - with shelves
- File cabinet
- Book shelves

G. Computer Room

Fitted for maintaining individual pupil's progress by machine.

VI. DIAGNOSTIC AND TREATMENT READING CLINIC

VI. A READING PROBLEM DIAGNOSTIC AND TREATMENT CLINIC

The elementary school has, as its primary function, the teaching of reading.[1] Regardless of the approach and methods used in developing this program, every school experiences a certain number of reading failures. With such children, the school usually introduces a remedial program that is successful in many cases.

However, no system of remediation is entirely effective. Some children just seem to be reading failures. Since reading is basic to success in all subjects, they tend to be the potential dropout.

We are convinced that our present methods of remedial work are not successful because all the underlying causes of reading failures have never been uncovered. We believe the reasons for these failures may be entirely outside the field of education. A study by the medical profession may uncover some conditions unknown even to them at the present time. We are hoping that the unsurpassed skill of the specialists at the Massachusetts General Hospital may be tapped to solve this basic problem in education.

We would like to see this program initiated among the pupils of the new Kent School. A clinic may be set up for the detection, diagnosis and treatment of such problems. It may develop into a union of the greatest medical talent with some of the finest educational specialists of this area. The Boston College School of Education already

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[1] Mildred A. Dawson, "Looking Ahead in Reading," The Reading Teacher, Vol. XXI, No. 2 (November, 1967), pp. 121-125.

committed to a new education plan for Charlestown could lend much valuable support.

The ramifications of this are almost unlimited. It may develop an in-service program to instruct teachers in ways of detecting reading difficulties among all the city's pupils. Students from other parts of our area could be referred here for further study. It could train teachers in newly discovered methods of remedial reading. It could, in short, make an outstanding contribution to a basic problem in education.

VII. SCHOOL HEALTH SERVICES

VII. SCHOOL HEALTH SERVICES

THE HEALTH SUITE

A. Location

Central location, preferably adjacent to, but not directly connected to the Principal's Office; away from auditorium or gymnasium (need for quiet during examinations for heart sounds, hearing testing, etc.). It is necessary to have two egresses between waiting room and examining room. It is also desirable to have an electrical outlet on each wall in Areas #1, 3, and 4.

B. Nurse's Office

- Built-in wall cabinets are desirable for storage of medical supplies and equipment. A base cabinet with formica top and above it an eye-level wall cabinet, adjacent to the sink.

- Sink (approximately 26" x 24" x 12" deep) with an additional special faucet that has an accommodation for attaching rubber tubing for emergency irrigations.

- Refrigerator--approximately 10 cubic feet to accommodate immunization materials and cold packs.

- Storage cabinet with locks for storage of: Vision and Hearing Machines and special Pre-School Vision Screening equipment;

anatomical models; health education materials and audio-visual equipment. Provide a wardrobe.

- One three-drawer file cabinet correspond in size with two drawers over 4" x 6" cards.
- Cot (plastic covered).
- Desk and two chairs.
- Telephone for desk (private line).
- Bulletin boards.
- Book shelves (for reference, medical nursing books, and health education literature).

C. Sick Bay

- Toilet facilities:
  - for pupils (boys)
  - for pupils (girls)
- Cots (2): one for boys, one for girls.
- Cubicles: partitions can be set 12-15" off the floor to a 5 or 6' height with draw curtain for privacy. This area for disrobing in preparation for physical examination (built-in wall bench for sitting and placement of clothing).
- Waste baskets (2).

D. Multi-Purpose Area Used For:

- Physical examinations by school doctor (parents present, kindergarten 1 through grade 4).
- Vision testing.
- Hearing testing--there should be (separate area) for hearing tests.
- Immunization programs--specific classes.
- Annual weighing and measuring.
- Heart-screening programs (Phono-Cardio-Scan).

E. Equipment

- One examining table (with roll paper attachments for individual use).
- Screening for examining table to be the "hospital type" (suspended metal rod extending from wall with curtains surrounding each table).
- Large table (with glass top) for doctor's use.
- Built-in base cabinet, formica top adjacent to sink with storage for small equipment for basic laboratory tests (urine, blood).
- Sink (approximately 26" x 24" x 12" deep).

- Removable stretcher on wheel base for ease in transporting of injured from gym, playground, or other areas to health room.

- Collapsible wheel chair for incidents not requiring a stretcher (sprained or questionable fractured foot or ankle, etc.).

- Waste baskets (2).

- Waste receiver 24" high x 10" diameter.

- Bulletin boards.

F. Waiting Room

- Settees for waiting pupils and/or parents.

- Bulletin boards.

VIII. ADVANCED WORK CLASS

VIII. ADVANCED WORK CLASS

A. Specifications for Advanced Work Class

Sound-proofed, 900 square feet, coat room, and 20 pupil stations, each with movable desk and chair (not attached), "flip top" desk, pencil ledge on outside.

- Chalkboard with map rail and holders and chalk tray.
- Tack board (large display board).
- Pegboard with fixtures.
- Book shelving (all to have lockable sliding doors).
- Split window darkening shades.
- Permanent movie screen.
- Television Receiver Set for instructional purposes.
- Teacher's closet with lock.
- Teacher's desk (with lock) and chair.
- Four drawer file (with lock).
- Movable table-top chest with five drawers for storage of 36" x 26" charts.
- Sink, bubbler, counter space (cover for sink).
- Temperature control.
- Six electrical outlets.
- Tables: 2 round, 48" diameter-1 long, 72" x 30"--2 visitors' chairs.
- Work Area: Materials Center; Resource Center.
- Revolving Display Area: easel.

B. Possible Suggestions

- Magnetic board--another medium.
- Three-drawer file cabinet (picture sets--transparent sets).
- Terrarium--aquarium.
- F.M. radio potential.
- Easel.
- Space for specialized books.
- Display case outside each classroom.

Development Center for demonstration of cooperative teaching programs for the gifted child, for in-service training of teachers.

IX. MULTI-PURPOSE ART ROOM

IX. PROPOSED MULTI-PURPOSE ART ROOM FOR ELEMENTARY SCHOOL

A. Activities in Elementary School Art

1. Art Activities and Experiences in the Elementary School

- Drawing in crayon, chalk, pencil and charcoal.
- Painting with easel paint, water colors, finger paint.
- Lettering with crayon, cut paper, brush, pen and ink.
- Cutting and pasting with paper, odd materials, metal foil.
- Construction in wood, wire, metal, paper, papier mache, clay (ceramics), plastics.
- Modeling with clay, sawdust, wire, metal and wax.
- Mural and map making with paints, chalk, paper, and other media.
- Weaving with wool and cotton yarn, and native materials.
- Puppetry and marionettes.
- Printing on fabric and paper.

2. Requirements for Art Activities

- A space for working both individually and in groups.
- Furniture which is easily moved for varied classroom projects.
- Storage for projects in process.
- Storage for additional supplies.
- Space for use and storage of visual materials.
- Clean-up space including a sink.
- Vertical wall work areas.

- Display areas.
- Traffic lanes to supply, work, and clean-up areas.

B. Requirements for Art Activities in the General Elementary Classroom

1. Work Space

- A minimum of 35 square feet per pupil recommended.
- Horizontal, washable and non-glare work surfaces on tables easily moved by the children are desirable.
- Open floor space and a free work wall are essential.
- A sink clean-up area should be located for easy access to reduce traffic problems. (Sinks should be stain-procf, easily cleaned, and have multiple mixing faucets. The dimension of the sink should be large enough to allow for several children to use this area at a given time. Heavy duty drains and sink traps help prevent clogging the plumbing.)
- Floors should be easily cleaned and should be stain resistant, so that they may be used as work surfaces.

2. Equipment

The following are essential: tables, counter space, cabinets for storage, chalk board, clay bin, easels, screens and curtains required for audio-visual instruction.

3. Storage

Provision should be made for the storage of: papers (inside measurements of cabinets should accommodate standard size papers plus one inch on each side 12" x 18" and 18" x 24"). Drawers are most easily used; clay--bins or racks that are movable, rustproof, and airtight; paints, brushes, inks,

chalks, yarn, wood, paste--adjustable shelving for all cabinets; work in process; completed work; extra supplies; and, visual and research materials.

4. Display

All classrooms require display and work space which is neutral in color and has an easy pinning surface, easily accessible to the children.

5. Electrical Outlets

Sufficient to carry out the program.

C. Multi-Purpose Art Room for the Elementary School

The creative art and craft room in the elementary school is designed for use in SUPPLEMENTING AND BROADENING THE ART ACTIVITIES OF THE GENERAL CLASSROOM. In this room, space and facilities are provided for various projects and processes which form a part of the art program but which require more work area, special equipment, and tools that can be shared by all the classroom.

Provisions for ceramic processes, for weaving, for printing, and for large, free painting are all important considerations in planning this type of room. The equipment includes: jig saws, kilns and craft equipment, a tool cart holding saws, hammers, drills, files, chisels and other tools, and work-bench with a vise desirable.

1. Relation to the School Plant

The art room should be accessible from service entrances on the first floor.

Exposure--northern exposure is not needed if natural lighting is controlled to remove glare.

2. Work Space

The proportion of the art workshop should be as nearly square as possible. A long, narrow room may increase traffic and storage problems and restrict operational uses. The teachers' work space should be separate.

3. Equipment

In addition to work stations at tables planned for the maximum class enrollment, other desirable equipment includes: clay and enamel kilns, clay bins, jig saw, work benches with electrical outlets.

Cabinets: Cabinets free-standing to permit more flexibility should be planned for the specific materials to be stored, with inside measurements of cabinets at least one inch in excess of the size of the material to be stored. Shelves should be adjustable. Shallow drawers store paper efficiently. Tool storage should have designated places for all tools.

Counter space or other work space should be adjusted to the heights of students. All cabinets should have overhang and kick space below. Tops of cabinets should be covered with materials appropriate to their use as a work surface.

Furniture, individual or group tables should be movable to make large work units. Work tables and other work surfaces should have surfaces suited to their function. (Formica is not suitable for pounding or heavy work but is satisfactory for painting and drawing activities.) Maple is best for hammering surfaces. Work stations should provide ample space for large art work (22" x 28"). Stools or chairs should be adjustable.

4. Storage

Planning of storage areas deserves the most careful consideration by designers of the art laboratory. Storage should be provided adjacent to work areas. Well-ordered storage space for tools and materials should be provided adjacent to work areas. Storage of student work in progress--for wet work, horizontal storage is more functional than vertical, since it can provide for drying of watery surfaces.

Storage cabinets for clay work should be stainless steel or zinc-lined with adjustable shelving for varying heights of work. Clay storage space should be ventilated. Clay

itself should be stored in zinc-lined, airtight bins. Movable bins are often more functional.

In the art room there is need for storage of: current working materials, student work, additional supplies, visual materials and books, teaching aids, and exhibit materials.

The storeroom: with the many supplies needed in the art room, a STOREROOM BECOMES ESSENTIAL as a storage space. Additional supplies, looms, student work retained for exhibits, and visual aids can be kept there.

Within the storeroom, artificial light is desirable but not window space since papers and other art supplies may fade in daylight. A dark room can ideally be located in the storeroom. If it is so located, the storage room should contain a sink and counter space with acid resistant cover, and should have adequate provision for ventilation.

Display areas: displays should be available within the classroom and many other parts of the school; e.g., hallways, cafeteria, auditorium, locked cases with lighting and wall plugs, and wall displays are essential for exhibiting both two and three dimensional work. Within the cases all walls should be tack surfaces. Shelving should be adjustable.

Visual materials: slide, film and overhead projectors, table viewers, and opaque projectors are all essential equipment in the art room. It should have adequate darkening facilities for showing slides and films. Draperies or blinds can provide this. The art room should also have continuous ventilation.

Clean-up: cleaning facilities should be easy to reach. Island sinks, or extensions from walls with storage space for water pans, brushes, and paint boxes should be provided and centrally located for all activities. Soap, towels, and cleansers are necessary within this area. Sinks should have multiple mixing faucets, and should be stainproof and have heavy duty drains. Drainboards should be of stainless steel, formica, or other durable stainless materials. Splash boards are also necessary around sinks.

X. MUSIC AND SPECIAL INSTRUCTION AREA

X. MUSIC AND SPECIAL INSTRUCTION AREA

A. Music

The stage of the first floor multi-purpose room would serve also as a music room by having a portable, sound-proof wall to close off this area from the rest of the room. The stage should be at least 500 square feet in area. It should also be high enough for the storage of chairs under it.

Off stage should be a locked storage room with adjustable shelves for musical instruments. Music stands, chairs, etc., would be kept here.

Two (2) sound-proof practice rooms, each with a curtained window, should be in this area. These rooms may also serve as dressing rooms and have a portable costumer in each. They should be equipped with chalkboards on which "music staff" is painted. One (1) room would have a teacher's desk, chair, locker and file cabinet.

B. Special Instructional Areas

Remedial Reading Center

- Fifteen (15) pupil stations
- Three (3) reading tables and chairs, color-coded for size
- Teacher's metal desk with built-in overhead projector, and chair
- Movable table-top chest for storage of 26" x 36" charts

- Shelves for storage and display of reading books and materials
- Locked storage space for reading materials
- Built-in projection screen
- Chalkboard, tackboard, pegboard in sections on rollers with suction-cup top
- Teacher's closet with lock
- Two (2) outlets in each wall

XI. ENVIRONMENTAL PLANNING FOR KINDERGARTEN I CLASSROOMS

XI. ENVIRONMENTAL PLANNING AND ARRANGEMENTS FOR KINDERGARTEN I CLASSROOMS

A. Suggestions for Natural Surroundings Which Contribute Greatly to Children's Interest and Enjoyment in Learning

- A school setting which has grass, shrubs, trees
- A fenced play area with access only through the pre-kindergarten room
- A digging area for planting bulbs and seeds
- A broad black-top walk which circles the play area for tricycles and doll carriages
- A covered sand box
- A walking board, outdoor play apparatus

B. Suggestions for Space Which is Needed for Children Who Live in Crowded Situations

- Two (2) adjacent classrooms, located on the ground floor, each to be occupied by 25 children. A small area or room between the classrooms for the use of teachers and parents for conferences, testing, library facilities, etc.
- Rectangular rooms are most adaptable. The wall areas offer a maximum of the vertical teaching facilities needed. Large window areas tend to reduce the utilization of the room.

C. Suggestions for Appropriate Areas for Learning Experiences and Adequate Functional Equipment to Encourage Children's Independence and Resourcefulness

- Harmonious wall colors, light, clear, soft, pastel shades
- Wall surfaces without glare or shine
- Split window darkening shades
- Thermostatic control at the altitude of the child
- Six (6) electrical outlets for audio-visual aids and devices

- Heavy linoleum floor covering in conjunction with carpeting
- Acoustical tile ceiling
- Chalkboard area
- Many corkboard areas at children's level
- One (1) flag
- Open cubicles for children's clothing placed in the room near the entrance. The most practical cubicles have open shelves, hooks, cubicles for snowboots underneath. The top section of the boot cubicle serves as a seat which children may use while putting on boots.
- Several sections of low, open shelves for block storage
- Several sections of closed shelves for teacher's use
- Fifty (50) individual cubicles for children's materials and personal belongings
- Children's furniture scaled to size
    - 4 rectangular formica-topped tables, 20" high, one table 19" high
    - 16 chairs, 12" high
    - 4 chairs, 11" high
    - 2 round library tables 36" x 20" high
    - 1 bookrack and bookcase
    - 2 chart stands
    - 2 sets low wooden screens
    - 1 full length mirror, 36" high
    - 1 double wall easels - built close to sinks
    - 1 carriage and one wagon or truck
- Toilet and washing facilities a part of classroom suite
    - 2 toilets, two wash bowls, scaled to size
    - 1 child-sized stainless steel double sink and

formica-covered work counter in classroom with high splashboard behind sink

- 1 drinking fountain in classroom
- 4 wastebaskets

D. Equipment for the Teacher

- A piano
- A record player and tape recorder
- A desk
- A teacher's chair - a visitor's chair
- A round work table of adult height
- A sink of adult height is a necessity
- A closet for teacher's clothing and personal belongings
- A four-drawer steel file for pictures, professional materials and children's records
- A large supply closet

Also screening to set off doll corner - screening that can be used for a store, puppet shows, etc.

XII. ENVIRONMENTAL PLANNING FOR KINDERGARTEN II CLASSROOMS

XII. A SUGGESTED PHYSICAL ENVIRONMENT FOR KINDERGARTEN II CHILDREN

A. Children Learn What They Live

A kindergarten classroom located on the ground floor of a primary unit with immediate access to yard to be occupied during each session by 25 children. (Rectangular rooms are most adaptable. The wall areas offer a maximum of the vertical teaching facilities needed. Large window areas tend to reduce the utilization of the room.)

There should be:

- plenty of floor space
- a fenced play area with access only through the kindergarten room
- an exit from the room to reduce the need for regimentation and save time for more fruitful activities
- a minimum of child-scaled chalk board space
- large unbroken areas of tack board or cork at the children's level. It is important that children see and use this cork-board.
- six (6) electrical outlets for audio-visual aids and devices
- a thermostat placed at the altitude of the children
- vinyl tile flooring and/or carpeting
- split window darkening shades
- harmonious wall colors, light, clear, soft pastel shades
- wall surfaces without glare or shine
- an acoustical tile ceiling or carpeting (not both)

B. Proper Equipment Encourages Independence

There should be:

- open cubicles for children's clothing placed in the room near the entrance. (The most practical cubicles have open shelves, hooks, cubicles for snowboots underneath. The top section of the boot cubicles serves as a seat which the children may use while putting on boots.)
- several sections of low, open shelves for block storage.

SCREENED OFF FROM ROOM BY 3' or 4' PANEL

- several sections of closed shelves for teacher's use
- 56 individual cubicles for children's materials
- work counter space including a stainless steel sink - not too wide or too deep for kindergarten children
- a child-scaled drinking fountain in the classroom
- a child-scaled toilet and washing facilities as a part of the classroom suite
- extra cubicles for games, etc.
- children's furniture scaled to size
  - 5 formica-topped tables 21" high
  - 1 formica-topped table 20" high
  - 1 formica-topped table 22" high
  - 20 chairs 13" high
  - 4 chairs 12" high
  - 4 chairs 14" high
  - 2 round library tables 36" x 21" high
  - 1 book rack and book shelves
  - 2 sets low wooden screens
  - 1 full length mirror 36" high
  - 1 double adjustable metal easel. Hammett's #190 or equivalent

C. Equipment for the Teacher

There should be:

- a piano
- a record player and tape recorder
- a desk
- a teacher's instructional easel. Hammett's #170 or equivalent
- a teacher's chair--a visitor's chair
- a round work table of adult height
- a sink of adult height. This has not been included in the new schools. Teachers feel that it is very necessary.
- a closet for the teacher's clothing and personal belongings
- a 4-drawer steel file for pictures, professional materials and children's records
- a large supply closet

XIII. MULTI-PURPOSE SCIENCE ROOM

XIII. SCIENCE ROOM (Multi-purpose)

Room size - twice standard classroom (in floor space)

Fixtures:

- Sinks:

  Should be located if possible in two places in the room to avoid congestion. Should also be located against a wall(s) which would be opposite the doors and away from the flow of traffic. One of the sinks should be rigged with a plumbing fixture to which some type of overhead shower (in conformance with state laws) could be attached in case of clothing fire or chemical (unlikely) burn.

- Lighting:

  Lighting should be bright, cheerful and easy to replace. Each fixture should be so located as to prevent dark spots and shadows. Also the windows (if any) should have a view of the neighborhood as most of the elementary science concerns the problems of the world as we live in it.

- Electric Outlets:

  An electric outlet should be placed along every 10' space of wall and if possible some type of wiring which would facilitate a need for a greater future dependence on electricity. As most elementary science uses battery power to conduct electrical experiments, individual outlets at

student benches would probably be an expensive and unneeded luxury.

- Workbenches:

Each student should be allowed $\frac{1}{2}$ of a bench which should be approximately 5' x 4'. Using such a setup it would take 28 such benches to accommodate the laboratory. This would allow minimum uncrowded seating space for 56 students at one time. These benches should be movable but immobile enough so as not to move and shake when students lean on them. Each bench should contain two (at least) drawers on each side for the use of student storage and to save time in the re-distribution of materials which are frequently used, such as rulers, pencils, protractors, erasers, test tubes, clay, etc.

Also each bench should be so located as to allow each student a maximum of safe mobility around it. They should not be near doors, walls, or close to radiators and distant enough from storage and cleaning areas to keep physical contact (such as bumping or stumbling) to a minimum.

- Storage Facilities:

Storage facilities should be mobile to allow for semi-permanent conditions and should be in the form of undoored shelves. Several metal cabinets should be provided in which valuable goods could be safely stored. Shelves should

be open and low for easy access to even small children. No storage should be permanently anchored to the walls and unless necessary should be free of doors.

- Miscellaneous Items:
  - hand fire extinguishers fastened on clips at each seat
  - movie screens
  - table and shelves for library corner
  - sound-proofed movable partitions for dividing room in case of additional specialization or space requirements
  - cork and pegboard walls
  - microphone system for oversized classes
  - if closed-circuit television is to be utilized, a facility for broadcasting and recording science lessons
  - the full array of audio-visual aids including one machine for rebroadcasting individually or to groups previously taped television lessons.
  - a large table for group projects and individual showings

XIV. SPECIAL CLASS

XIV. SPECIAL CLASS

Two instruction areas of one cluster would be devoted to special classes.*

A. Classroom Furnishings

- Furniture--movable, 18 desks and chairs, adjustable, if possible.
- One (1) teacher's desk and chair.
- Two (2) visitors' chairs.
- Tables--three large, two for display and group work--one for set-up as class library.
- Chairs--at least six adjustable if possible for use in library corner.
- Cabinets--all movable. Top material is of a workable nature for double use as a work area if necessary.
- Shelving--all shelving in cabinets should be adjustable.
- Filing--one with locks for storing of confidential records.
- Metal--one for storage of inflammable material.

B. Other Furnishings

- Sink--large double sink with adequate counter space for use by several children at one time.
- Easel--one double easel.
- Bulletin boards--at least two large cork ones, easily accessible by the children. One large flannel or magnetic board.
- Chalkboards--front and side of room--ample size.

*Provisions are for 18 children but ideal number in attendance would be 15.

- Bookcases--at least two, open shelving, movable for maximum usage.
- Mirror--full-length, three-way would be most suitable, but if not feasible, plan would suffice.
- Pegboard--large panel to serve as display area for objects not suitable for display on ordinary bulletin board.

Provision should be made for possibly two classes for children who have been adjudged as emotionally disturbed.

The type of equipment to be provided for the room could be the same as that recommended for the special class.

XV. TELEVISION STUDIO

XV. TELEVISION STUDIO

In planning for adequate closed-circuit television system, the following are the major considerations regarding space and facilities:

A. Studio or Image and Sound Originating Space

This is the heart of any television system, the facility from which most of the programming will originate. Physically, studios need not be overly large for general applications, but space must be determined on the basis of the nature of utilization.

- Ideally, the studio should be located on the ground floor for easy access by operating personnel, handling of various props, etc.

- The studio should be so designed as to accommodate the sets, the cameras, and associated audio equipment, with a strategic location for the control room to overlook production facilities. Flexibility in programmings depends a great deal on the space allowed in the studio area.

- Studio size of 25 feet long and 35 feet wide and 14 feet high is almost a minimum for broadcast operations, i.e., traffic, work space, lighting, general mobility so essential for flexibility in programming.

- Ceilings and walls should be acoustically treated to exclude noises from adjacent rooms and to deaden the room itself to prevent sound reflections and reverberation.

- Flooring should be solid and smoothly surfaced to permit and ensure easy mobility of equipment mounted on wheels. Any slight irregularities are quickly magnified many times if the television camera is jogged during a telecast and such rough treatment is apt to require additional servicing of equipment jarred out of adjustment in this way.

- Proper lighting, ventilation and air conditioning are part of the functional requirements.

B. Television Control Room

The control room is generally constructed adjacent to the studio. The wall separating the control room from the studio includes a glass partition large enough to permit maximum view of studio activities.

- Ceilings and walls should be acoustically treated.
- Proper lighting, ventilation, and air conditioning should be provided for.
- The glass partitions normally consist of multiple panes of glass separated by air spaces.
- Generally, these glass panes are tilted or inclined so they tend to direct ambient light reflections toward the floor.
- The control room houses the console controls (both technical

and program control) including intercommunication facilities with studio personnel.

C. Offices and Equipment Maintenance and Storage Space

- For personnel engaged in television production, i.e., directors, supervisors, artists, etc.
- Television equipment maintenance space essential for smooth function and operation.
- Storage space for "props" and other materials used in television adjacent to work area.

(NOTE: Space requirement is usually underestimated here.)

XVI. MULTI-PURPOSE ROOM

XVI. MULTI-PURPOSE ROOM

This would be located convenient to the kindergarten and primary clusters. There should be a portable wall which could divide the room into two smaller areas.

Toilet rooms for men and women should be located in the vicinity of this room.

XVII. GYMNASIUM

XVII. ELEMENTARY GYMNASIUM

On the lower floor of the building a gymnasium would be included. It would have a wooden, resilient floor. This is to include a basketball court, 84' x 50', and a general activities area. These would be separated by a portable, sound-proof wall.

Included within this area would be:

- 2 storage units
- 1 teachers' office with:
  - Shower
  - Lavatories--mirror
  - Toilet
  - Dressing lockers.
- Boys' locker room with:
  - Horseshoe showers, 25 showerheads
  - Boys' lockers
  - 4 lavatories
  - 6 urinals
  - 4 toilets--separate units
- Girls' locker room and drying room
  - 20 cubicle showers
  - 6 lavatories--mirrors
  - 8 toilets--separate units
- Personal lockers, 12" x 12" x 30"

(Avoid placing lockers in center of room. Put on concrete base, have bench on concrete at bottom of lockers. This will leave center of aisle without obstruction.)

This room should be equipped with whatever may be required to satisfy Federal and state regulations as well as equipment recommended by the Physical Education Department of the Boston Public Schools.

XVIII. CAFETORIUM

XVIII. CAFETORIUM

Instead of a separate cafeteria we suggest a room that would also be used as an auditorium. We also suggest that a central kitchen be located in Charlestown which would service all the schools in the town with hot lunches. Only warming tables would be needed instead of kitchens.

It would also be necessary to have in this area:

- Office Space
- Dishwashing Room
- Storage Space
- Restrooms for Employees
- Teachers' Dining Room

Cafeteria tables and benches should be attached to walls and fold into the walls where they would lock firmly into place when not in use.

At least two service counters should be provided.

Walls should have a glazed tile for six feet up from the floor with acoustical walls and ceiling above.

XIX. SUGGESTED EQUIPMENT FOR ELEMENTARY FAMILY LIVING CENTER

XIX. SUGGESTED EQUIPMENT FOR ELEMENTARY FAMILY LIVING CENTER*

Built-In or Stationary Equipment for Clothing Center:

- Three (3) Tote Tray Storage Cases equipped with 56 small size tote trays 10 1/2" x 18 7/8" x 4". These trays should be a size to fit the tray compartments in the pupil tables. Fifty-six (56) Tote Trays in each case, - 168 trays.

- One (1) Supply Cabinet - 84" high, 46" wide, 22" deep.

- Dressing Booth:

  - Diagonal cross rod with curtain.
  - Fitting stand 18" x 18" x 12" high.
  - Linoleum covered top with aluminum molding, tubular steel legs, equipped with non-skid spherettes.
  - Single wall mirror: approximately 16" x 60".

- Two (2) Pupils' Wardrobes - 84" high, 50" wide, 22" deep.

- One (1) Teacher's Wardrobe - 24" wide, 22" deep, 84" high, equipped with hat shelf and clothes hanger bar. Mirror 18" x 20" on inside of door.

- One (1) Lavatory - 36 1/2" wide - 22" deep.

- Other Furniture:

  - Five (5) sewing machines with five 18-inch high chairs.
  - Eight (8) pupil tables - 24" wide x 48" long x 25 1/2" high (seat 2) with two tote tray compartments.
  - Sixteen (16) pupil chairs - 17" high.

*Suggested Size of Room: 64' x 24'

- One (1) cutting table - 51" long - 33" wide - 34" high.

- Floor outlets under machines are preferred to wall outlets.

- Two (2) folding ironing board storage cases 18" wide x 7" deep x 84" high, Model No. HC-670 Stylec, or equal.

XX. INSTRUCTIONAL MATERIALS CENTER

XX. INSTRUCTIONAL MATERIALS CENTER

A. Educational Technology Network

The Educational Technology Network will focus on:

- the child
- the teacher
- the administrative staff of the school, and
- the community.

The facility is so designed to respond to the pressures for educational innovations within the school's program. The Educational Technology Network is intended to affect markedly the direction of those changes.

The Educational Technology Network is service-oriented to assist the teachers in finding the most effective methods and materials available to teach each child. It will include audio-visual aids, library services, instructional television, and computer aid to learning. These components will be a closely coordinated and integrated educational learning program centrally located within the school building to maximize the utilization of these materials. All children will be serviced to the maximum of their learning capacities and interests and will be assisted in the learning process, not only in the conventional classroom group situation but more importantly on an individualized learning basis adjusted to their pace, speed, time, and convenience. The slow, average, and advanced student

may learn through such media as filmstrips, videotapes, 16 mm films, film loops, teaching machines, programmed learning materials, and additional library materials (see Section B for library resources).

The Educational Technology Network will be equipped initially with basic materials (book and non-book) and media in a specified quantity as needed by the school program. Housing these materials in a central location would minimize expense and duplication of materials and would maximize space and use of equipment (i.e., a materials preparation area, specialized library equipment and materials, a variety of teaching and programmed materials and facilities for storage, display, demonstration, etc.).

The remedial reader, the potential dropout, retarded, emotionally disturbed, handicapped, and slow learner will be afforded appropriate educational media and materials necessary for successful learning. Since many of these learning devices will be easily accessible, the child rather than the teacher will identify and use them.[1]

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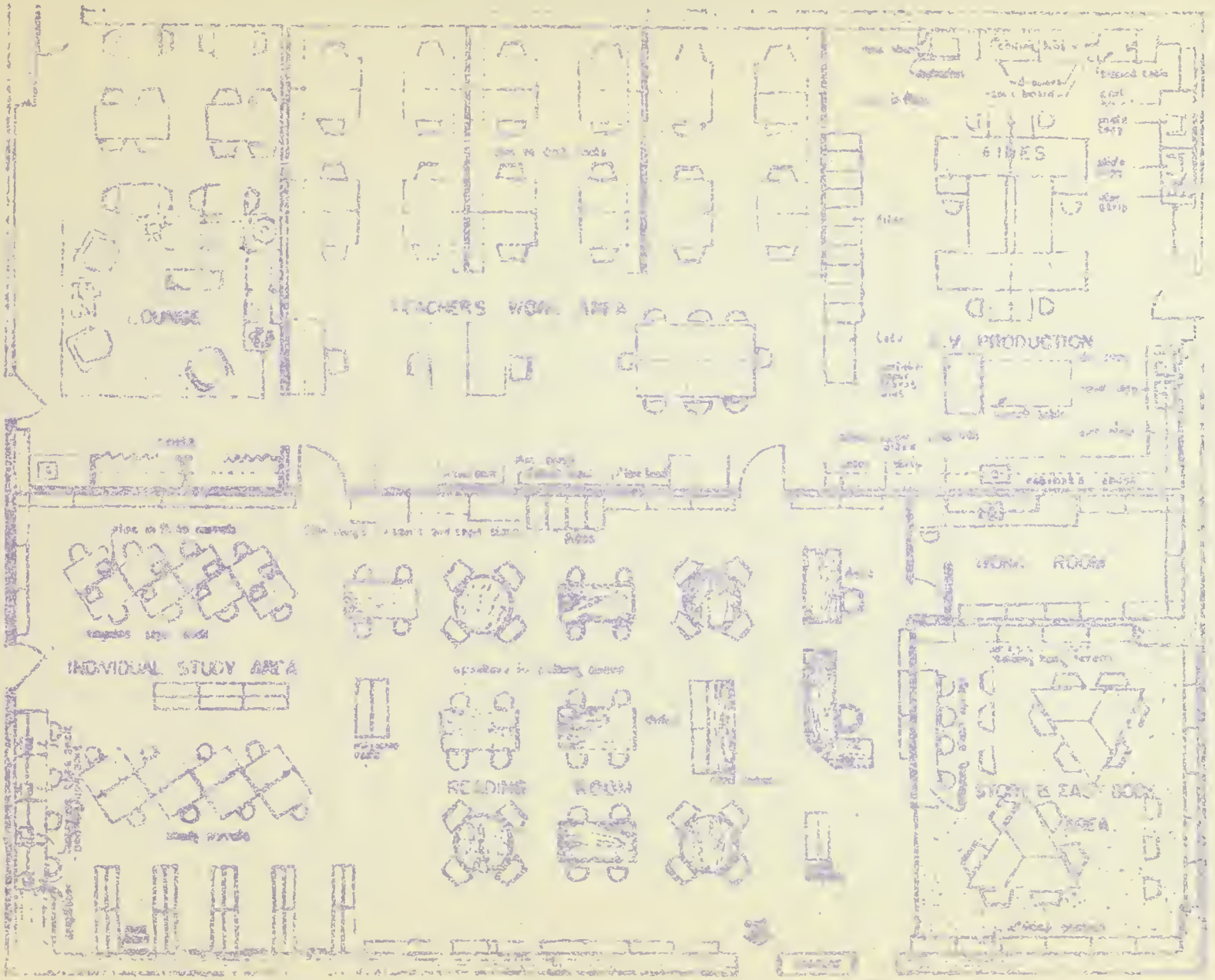
[1]John F. Kennedy Family Service Center, Inc., BUNKER HILL, U.S.A., (Boston: By the Author, 1967) Volume III; Mimeographed; pp. 124.



INSTRUCTIONAL MATERIALS CENTER

B. Library

In the center of one floor where intermediate pupils' clusters are located would be a large Instructional Materials Center area containing the Library, Teachers' Lounge and Office Area and Materials Preparations Area. School aides would also be located here. (This is similar to Bridge School, Lexington.)

The primary objectives of the elementary school library are to promote reading and to implement the curriculum. This is best done when the physical environment is suitable. Standards for School Library Programs, prepared by the American Library Association in 1960, recommend that the school library area include a reading room area, a listening and viewing area, a conference area, a stack area, and a work and office area.

The reading room area should provide seating space for ten percent of the student enrollment in schools having more than 550 pupils. Tables and chairs should be of a size and height suitable for elementary school children. In addition to furniture for the students there should be tables and chairs available for teachers and other adults using the library. Other furniture needed is listed below:

- Atlas stand
- Book trucks
- Bulletin and display board
- Card catalog
- Dictionary stand

- Display case
- Legal size file cabinets
- Library charging desk and chairs
- Oversize file cabinets
- Periodical rack
- Step stool
- Typewriter stand

Shelving should be adjustable, and not more than five to six feet high in an elementary school. Supplementary double-faced, movable shelving of counter height (30 x 42") is also desirable. A standard three-foot section of shelving holds approximately 30 regular books when full. Reference books require more space; picture books, less. Special shelving is needed for periodicals, picture books, reference books, and phonograph records.

The work and office area should include a desk and chair for the librarian, shelves and cabinets for library materials, a locker or closet for personal belongings, a lavatory, a work sink, and counter space.

In planning the library, provision should be made for electrical outlets in the baseboards of all walls, as well as above the counter in the office and workroom area. Basic equipment should include a typewriter with elite type, a record player with earphones, and a telephone.

It is strongly recommended that the library furniture and shelving be purchased from a firm specializing in standard

library equipment.

There will be a library which will be conceived as the key resource center for curriculum implementation and improvement.[1] It will be a teaching station for 50 pupils as well as a central storage and distribution center for resource books, reference materials and unit materials.

It is recommended that the library provide the following facilities:

The Library Proper

- Suitable furniture to accommodate up to 50 pupils
  - Round reading tables
  - Rectangular library-type tables
  - Reading chairs suitable to varying pupils ages 6-11 years
  - Individual study carrels
- Shelving space for books - approximately one linear foot per child. This will allow for ten books per child.
- Jumbo file for pictures
- Legal file
- Record stack
- Aggregate boxes

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[1]J. Lloyd Trump, "Changing Concepts of Instruction and the School Library as a Materials Center," The School Library as a Materials Center (Washington, D. C., United States Department of Health, Education, and Welfare, Office of Education, 1964) p. 5.

- Book trucks
- Card catalog
- Dictionary - atlas stand
- Librarian's charging desk
- Periodical rack
- Typewriter and stand
- Vertical file
- Tack board and pegboard
- Display case
- Movable book shelf units which can also serve as room dividers with display areas on top
- Lounge furniture for recreational reading
- Electrical outlets on each wall

Librarian's Workroom

- Desk and chair
- Storage facilities for personal belongings
- Storage facilities for materials
- Movable table-top cabinets which will store large charts, etc.
- Shelving
- Lavatory
- Work sink with counter top for processing books and materials
- Two electrical outlets

XXI. TEACHERS' UNIT

XXI. TEACHERS' UNIT

A. Teachers' Lounge

- Comfortable chairs
- Sofa
- Small tables
- Bulletin board
- Library table
- Shelves for books
- Racks for periodicals
- Adjacent toilet facilities for men and women
- Electrical outlets
- Stove - Refrigerator

B. Teachers' Offices or Workrooms

- Metal desk and chair for each teacher
- Filing cabinets for each teacher
- Mail box for each teacher
- Locked storage space
- Space to store large charts -- 18 x 36
- Wide counter-top work space for developing large type materials such as charts
- Adequate shelving
- Film editing equipment
- Electrical outlets
- Typewriters with both elite and primary type

C. Teacher Aides

- Wardrobe or closet for storing personal belongings
- Toilet facilities
- Metal desk and chair for each aide
- Library or work table
- Storage space for materials
- Counter top above drawer space to be used for colating work, etc.
- Duplicators, mimeograph and thermal copiers

XXII. COMMUNITY ROOMS

XXII. COMMUNITY ROOMS

A. Four (4) Multi-Purpose Rooms Capable of Subdivision with Electricially Operable Walls

- Adequate electrical outlets
- Adult-sized furniture
  - Library tables
  - Visitors' chairs
  - Comfortable chairs
  - Folding chairs for meeting
- Locked storage space and shelves
- Wardrobe
- Chalkboard and bulletin board

B. Office for Community Director

- Desk with lock
- Chair
- Visitors' chairs
- Filing cabinet
- Telephone
- Secretary's desk and chair
- Supply closet for storage of materials
- Closet for clothing and personal effects
- Electric outlets

C. Small Kitchen

- Sink with disposal

- Stove
- Refrigerator
- Formica top counters
- Locked cabinets with appropriate shelving
- Electric outlets

XXIII. FUNCTIONAL ROOF

XXIII. FUNCTIONAL ROOF

Much usable space is available for use on the roof. We have several suggestions:

- Botanical Gardens
- Greenhouse
- Weather Station
- Astronomy Equipment
- Parking for automobiles if school is built next to sloping terrain

APPENDICES

APPENDIX A

TITLE III, ESEA, CHARLESTOWN PLANNING GRANT

POLICY ADVISORY TASK FORCE

William L. Cannon
Assistant Superintendent of Schools
Boston School Department

Mrs. Mary S. Colbert
Board of Directors, Action for Boston Community Development
Vice-President, Federation of Charlestown Organizations

James Drought
Assistant Administrator for Development, and
Charlestown Project Director--Boston Redevelopment Authority

Rt. Rev. Walter L. Flaherty
Director, Boston Catholic Television Center, Inc.

Rt. Rev. Albert W. Low
Superintendent of Schools
Archdiocese of Boston

Henry J. Murphy
Associate Director
Massachusetts General Hospital

Vincent C. Nuccio, Ph. D.
Assistant to President
Boston College

Nathan B. Talbot, M.D.
Chief--Children's Services
Massachusetts General Hospital

Leon J. Taubenhaus, M.D., M.P.H.
Deputy Commissioner
Boston Health and Hospitals Department

Joseph Vilimas, Jr.
Executive Director
John F. Kennedy Family Service Center, Inc.

EDUCATIONAL ADVISORY COMMITTEE

Kenneth T. Bird, M.D.
Medical Director of Medical Station
Massachusetts General Hospital at
Logan International Airport

William L. Cannon
Assistant Superintendent of Schools
Boston School Department

Sidney Cherry, M.S.S.W., A.C.S.W.
Social Work Supervisor
John F. Kennedy Family Service Center, Inc.

Frances G. Condon
Supervisor, Kindergarten
Boston School Department

Sister M. Constantine, C.S.J.
Community Supervisor--Grades 1-4
Archdiocese of Boston

Sister M. Corsini, C.S.J.
Principal, St. Mary's School

Thomas G. Dolan
Principal, Warren-Prescott School and
Oliver Holden School

Marion Fahey
Director, Elementary Supervision
Boston School Department

James J. Foley
Principal, Harvard District of Schools

Herbert G. Forsell
Coordinator, Boston Title III Project

Sister M. Hubertina, O.P.
Principal, St. Francis de Sales School

Rick Kuner
Project Planning Officer--Charlestown
Boston Redevelopment Authority

Sister Eileen Maura, O.P.
Community Supervisor
Archdiocese of Boston

Edward A. McGuiness
Chairman, Education Committee
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*BUNKER HILL, U.S.A., Volumes I, II and III, represent the comprehensive health and education programs utilizing tele-diagnosis, which were completed during the planning grant period (July, 1966-August, 1967) under sub-contract to the Boston School Department and to the Kennedy Center.

APPENDIX B

SIZE OF SCHOOL

We recommend that the new Kent School be built for an anticipated enrollment of 1,000 pupils.

This figure is based:

1. On our recommendation that the present Harvard School be closed and its pupils transferred to the new Kent School. The Harvard building was erected in 1871. In addition to its age, this school is now on the periphery of the district's population. The actual center of population is shifting toward the site of the new Kent.

2. Some pupils now bused to the Bunker Hill School will be housed in the new Kent because they live in the area of Hayes Square.

3. Because of new housing in the vicinity of Medford Street, we anticipate 150 new pupils for the school.

4. There are at present three parochial schools in Charlestown. We believe that with the construction of new public school facilities it would be folly not to anticipate a possible shift in enrollment.

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